



PRIMARY SOURCES LESSON PLAN

Lower Elementary School; Grades 1-3

Related Museum Programs: All; Uses content from the *Meet Victoria* program

BIG IDEA: Primary source documents help us learn about people, places, and events from the past.

DESCRIPTION: Students use primary source documents to piece together the story of Victoria Confino, an immigrant who lived in 97 Orchard Street almost one hundred years ago. Students examine a postcard, a ship manifest, a naturalization certificate, and a report card in search of clues that will help them understand parts of Victoria's experience as an immigrant in the United States.

OBJECTIVES: Students will:

- Understand that primary source documents can help us understand people, places, and events from the past.
- Examine primary source documents in search of clues to help them understand a person from the past.
- Use evidence to make predictions.

ESSENTIAL QUESTIONS:

- How do historians learn about the past?
- How can primary source documents help us to understand the past?

TIME FRAME: 1-3 class periods. This activity has been designed to be customized to your learning goals and your students' individual needs. Choose to do the complete lesson plan or select parts with your students based on your schedule and objectives.

MATERIALS:

- Primary Source Guide (located in appendix)
- Primary Source Packet (located in appendix)
- Telling Victoria's Story Worksheet (located in appendix)
- Pencils
- Crayons or markers

VOCABULARY:

– Primary source	– Ship manifest
– Immigrant	– Tenement

PROCEDURE:

Pre-Lesson Prep (to be completed by the teacher before the day of the lesson)

- Review the primary source packet and document guide to become familiar with the material used in this lesson. Decide if and when you will use the Primary Source Guide with the students.

Part 1: Introduction

- Explain to students that in today's lesson they will be doing the work of historians.
- Define historians and help students to understand that historians tell stories of the past. Sometimes those stories are like mysteries and historians search for clues in order to make sense of them.
- Reinforce that many clues can be found in primary source documents and that the class will have the opportunity to investigate some of these sources and look for clues to find out about an immigrant named Victoria Confino.
- Tell students that you already know a little bit about Victoria and will tell parts of the story, but that you will need their help along the way.

Part 2: Activity

- Distribute the Telling Victoria's Story worksheet to the students so that they can complete the worksheet as part of the exercise. Alternatively, it can be used as a follow-up assignment.
- Begin the story by saying, "There was once a girl name Victoria and she lived in a place that was far away."
- Display the postcard from Kastoria.
- Invite students to examine the postcard and share their observations and/or take notes on their worksheet. Guiding questions include:
 - What words would you use to describe the town in the picture?
 - What can we learn from the text on the postcard?
 - How is it similar to where we live? How is it different?
 - What might it be like to live here?
- Continue the story by saying, "Victoria's family moved from Kastoria to the United States."
- Reinforce that someone who moves from one country to another country is called an immigrant.
- Display the picture of the ship manifest.
- Invite students to examine the manifest and share their observations and/or take notes on their worksheet. Guiding questions include:
 - What does this document tell us?
 - How did Victoria travel to this country?
 - You may want to reference a map or globe to find the places listed.
- Continue the story by saying, "Victoria and her family moved to New York City and lived in a tenement building."

- Display the picture of 97 Orchard Street. Invite students to examine the image and share their observations and/or take notes on their worksheet. Guiding questions include:
 - What is the building made of?
 - How many stories does the building have?
 - How does the building compare to what the buildings in Kastoria looked like?
- Continue the story by saying, “Victoria’s family took a portrait to send back to their friends and family in Kastoria.”
- Display the Confino family photograph. Invite students to examine the image and share their observations and/or take notes on their worksheet. Guiding questions include:
 - What can we learn about this family by looking at this photograph?
 - How can their clothing, expression, and stance inform our interpretation?
 - What is it like having siblings?

Part 3: Wrap-Up

- Facilitate a wrap-up discussion about the experience of using primary source documents to tell the story of a person from the past. Guiding questions include:
 - What were you able to learn about Victoria by examining primary source documents?
 - What questions about Victoria’s life do you still have? How could we find out the answers to those questions?
- Congratulate students on their work as historians!


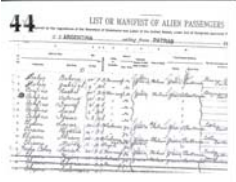
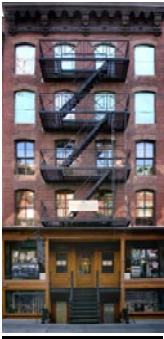

ASSESSMENT:

- Review the students’ worksheets.
- Ask students in what ways the clues they found in the primary sources helped them to learn Victoria’s immigrant experience.

EXTENSIONS:

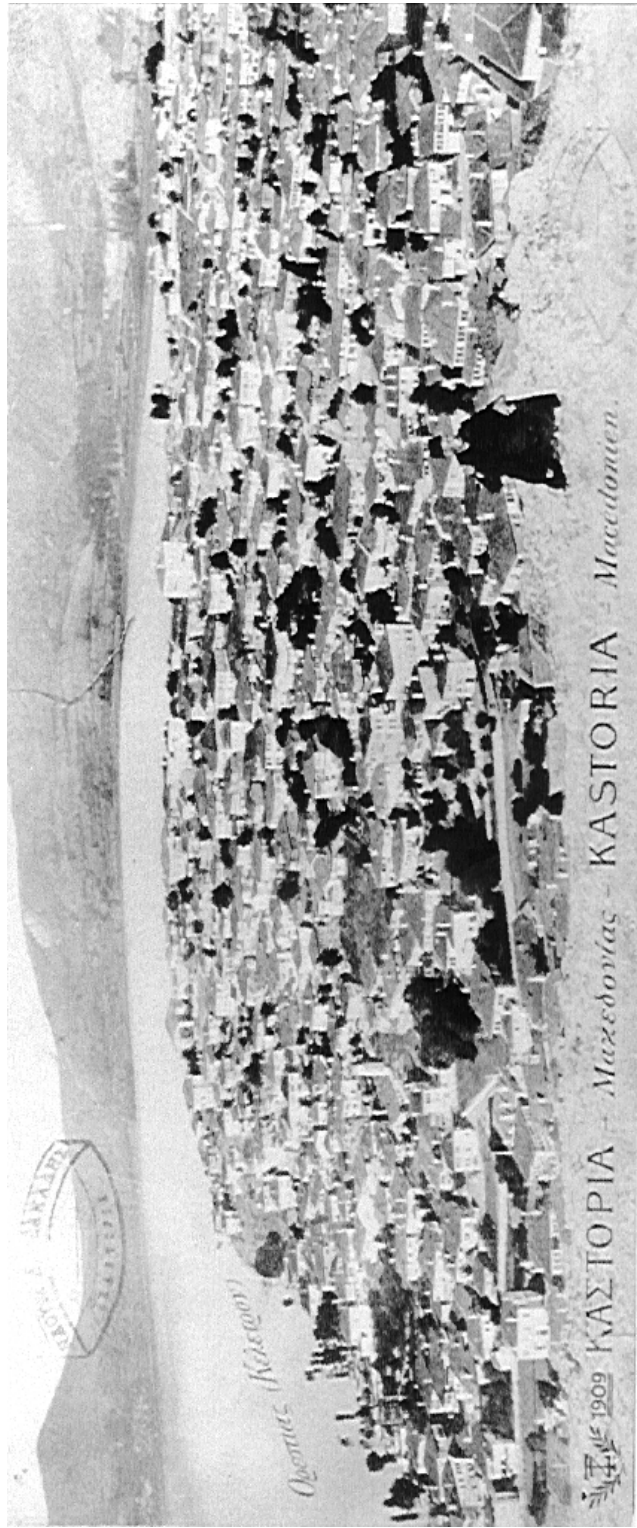
- Ask students to bring a picture of their own families to class. Have students “show and tell” their photos and explain the story and clues that it holds about their family’s story.
- [Play our interactive game](http://www.tenement.org/immigrate/) and take a virtual journey of Victoria’s immigration experience from Ellis Island to Orchard Street. The game can be found at:
<http://www.tenement.org/immigrate/>.

APPENDIX: PRIMARY SOURCE GUIDE

PRIMARY SOURCE	INFORMATION
<p>Postcard of Kastoria</p> 	<p>This postcard from 1909 depicts Kastoria, the Confino family's hometown. Situated in the Western Macedonia region of Greece, this small city is famous for the natural splendor of its huge lake Orestias and surrounding scenic mountains. The city is built up in the shape of an amphitheater, rising 50 meters from the level of the lake. Built on a peninsula, only one narrow strip of land prevents Kastoria from becoming an island.</p>
<p>Ship Manifest</p> 	<p>Members of the Confino family sailed from Patras in Western Greece on the SS Argentina to New York City. The ship manifest provides information about the passengers it carried. It records the travels of Rachel, Victoria, David, Saul, and Isaac Confino and affirms that the family did not all travel together as one unit. As was common with many Jewish immigrants, Abraham Confino, the patriarch of the family, arrived in America earlier to prepare for the rest of the family. The nationality of the Confino family members is listed on the manifest as Turkey, Greece, and Castoria and their race is listed as Hebrew. The quantity of these terms illustrates the challenge of defining people at any time, but especially during war, where the borders of the Confino's homeland were contested by Greece and Turkey.</p>
<p>97 Orchard Street</p> 	<p>The five story tenement building located at 97 Orchard Street was built in 1863 by Lucas Glockner, a German immigrant. Between 1863 and 1935, 7,000 immigrants from over 20 different nations called this building home. Each floor of the building contained 4 tenement apartments of approximately 325 square feet. The basement and first floor were storefronts. In 1988, the building became the home of the Lower East Side Tenement Museum. Today, people can visit the Museum and take tours of 97 Orchard Street to learn about some of the immigrants that once lived there.</p>
<p>Confino Family Portrait</p> 	<p>This portrait was taken right after the Confino family moved to New York City in August of 1913. Counterclockwise from right: Abraham (44), Rachel (43), David (9), Victoria (11), Solomon (5), Jacob (3). The clothing proudly worn by the family members is illustrative of American fashion in the early 20th century and shows how the Confinos transformed their dress from traditional Kastorian garb to the bowler hats and knickers popular in New York.</p>

APPENDIX: PRIMARY SOURCE PACKET

Postcard of Kastoria



Ship Manifest

44

LIST OR MANIFEST OF ALIEN PASSENGERS

Required by the regulations of the Secretary of Commerce and Labor of the United States, under Act of Congress approved F

S. S. ARGENTINA

sailing from PATRAS

1	2	3	4	5	6	7	8	9	10
No. on List.	NAME IN FULL.	Age.	Sex.	Married or Single.	Calling or Occupation.	Alien to— Read. Write.	Nationality. (Country of which citizen or subject.)	Race or People.	* Last Permanent Residence. Country. City or Town.
	Family Name.	Given Name.	Yrs. Mos.						The name and complete address in country of birth.
1	Neohen	Bohara	40	M	Housewife	No	Greece	Hebrew	Greece Castoria
2	Neohen	Gabriel	9	M	S.	No	Greece	Hebrew	Greece Castoria
3	Confino	Rachel	40	F	Housewife	No	Greece	Hebrew	Greece Castoria
4	Confino	Victoria	10	F	S.	No	Greece	Hebrew	Greece Castoria
5	Confino	David	8	M	S.	No	Greece	Hebrew	Greece Castoria
6	Confino	Saul	6	M	S.	No	Greece	Hebrew	Greece Castoria
7	Confino	Isaac	11	M	S.	No	Greece	Hebrew	Greece Castoria
8	Eldon	Lazar	50	M	Labourer	Yes	Greece	Hebrew	Greece Castoria
9	Eldon	Rebecca	14	F	S.	Yes	Greece	Hebrew	Greece Castoria
10	Eldon	Abram	46	M	Labourer	Yes	Greece	Hebrew	Greece Castoria
11	Eldon	Moise	11	M	Pupil	Yes	Greece	Hebrew	Greece Castoria
12	Juda Cohen	Sarah	20	F	Housewife	Yes	Greece	Hebrew	Greece Castoria
13	Eldon	Isaac	50	M	Labourer	Yes	Greece	Hebrew	Greece Castoria
14	Eldon	Charles	40	M	Housewife	Yes	Greece	Hebrew	Greece Castoria
15	Eldon	Salomon	10	M	S.	No	Greece	Hebrew	Greece Castoria

97 Orchard Street



Family Portrait



Name: _____

Date: _____

Telling Victoria's Story

"There once lived a girl named Victoria and she lived in a place far away."

Clue 1



The place where she lived was called _____.

Describe what it was like here:

“Victoria’s family moved from Kastoria to the United States.”

Clue 2

44

LIST OR MANIFEST OF ALIEN PASSENGERS

Required by the regulations of the Secretary of Commerce and Labor of the United States, under Act of Congress approved F

S. S. ARGENTINA sailing from PATRAS

No. on List	NAME IN FULL Family Name. Given Name.	Age Yrs. Mos.	Sex M. F.	Single or Married	Calling or Occupation	Ally to— Read. Write.	Nationality. (Country of which citizen or subject.)	(Race or People.)	* Last Permanent Residence. Country. City or Town.	The name and complete address in country of birth
1	Hohen Bohora	40	M	Housewife	No		Hebrew	Hebrew	Castoria	Benjamin
2	Hohen Gabriel	7	M				Hebrew	Hebrew	Castoria	Benjamin
3	Confino Rachel	40	F	Housewife	No		Hebrew	Hebrew	Castoria	Benjamin
4	Confino Victoria	10	F				Hebrew	Hebrew	Castoria	Benjamin
5	Confino David	8	M				Hebrew	Hebrew	Castoria	Benjamin
6	Confino Saul	6	M				Hebrew	Hebrew	Castoria	Benjamin
7	Confino Isaac	11	M				Hebrew	Hebrew	Castoria	Benjamin
8	Eldon Lazar	50	M	Labourer	Yes		Hebrew	Hebrew	Castoria	Eldon
9	Eldon Rebecca	14	F				Hebrew	Hebrew	Castoria	Eldon
10	Eldon Abram	46	M	Labourer	Yes		Hebrew	Hebrew	Castoria	Eldon
11	Eldon Noise	11	M	Pupil	Yes		Hebrew	Hebrew	Castoria	Eldon
12	Juda Cohen Sarah	20	F	Housewife	Yes		Hebrew	Hebrew	Castoria	Juda
13	Eldon	50	M	Labourer	Yes		Hebrew	Hebrew	Castoria	Eldon
14	Eldon	14	F				Hebrew	Hebrew	Castoria	Eldon

She traveled on a boat called _____.

Imagine traveling a boat for two weeks. What do you think the trip would be like?

“Victoria and her family moved to New York City and lived in a tenement building.”

Clue 3



Think about what it is like to move to a new place. What are some of the things the Confino family might need in their apartment in order to start their new life in America?

“Victoria’s family took a portrait to send back to their friends and family in Kastoria.”

Clue 4



Describe Victoria’s family:
